The purpose of the Elementary and Secondary Relief - Digital Equity NOFO/RFP is to assist school districts in closing the digital divide and enabling digital-age teaching and learning. School districts may use funds to provide students with technology tools and home internet access necessary for technology-rich remote learning experiences.

For the purposes of this NOFO/RFP, the Illinois State Board of Education (ISBE) defines “digital equity” as the condition in which students have the technology capacity needed for full participation in educational opportunities.

Program Overview

Program: Elementary and Secondary Relief - Digital Equity Notice of Funding Opportunity (NOFO)/Request for Proposals (RFP)

Purpose: The purpose of the Elementary and Secondary Relief - Digital Equity NOFO/RFP is to assist school districts in closing the digital divide and enabling digital-age teaching and learning. School districts may use funds to provide students with technology tools and home internet access necessary for technology-rich remote learning experiences.

Definition: For the purposes of this NOFO/RFP, the Illinois State Board of Education (ISBE) defines “digital equity” as the condition in which students have the technology capacity needed for full participation in educational opportunities.

Program Type: Federal Competitive Grant

CSFA Number: 586-43-2427

CSFA Title: Elementary and Secondary Relief Grant - Digital Equity NOFO/RFP

CFDA Number: 84.425D

CFDA Name: Elementary and Secondary School Emergency Relief Fund

Eligible Applicants: Illinois Local Education Agencies (including state-authorized charter schools, university lab schools, Regional Offices of Education on behalf of qualifying safe schools and alternative programs) with an Evidence-Based Funding (EBF) Final Percent of Adequacy level of 70% or lower are eligible to apply.

GATA Award Requirements: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-award requirements before receiving an award for a FY 2021 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at the link below. Grant applications must be submitted by the deadline indicated in the NOFO/RFP.

https://www2.illinois.gov/sites/GATA/grantee/pages/default.aspx

Grant applicants are required to complete an FY 2021 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and an Organizational Risk Assessment for FY 2021 through the ISBE Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2021 ICQ and Organizational Risk Assessments are completed.

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM):

(i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at https://www.sam.gov/SAM/

(ii) Provide a valid DUNS number in its application https://fedgov.dnb.com/webform; and

(iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through, or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

GATA Requirements:


Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

http://ilga.gov/commission/JCAR/admincode/044/04407000sections.html

Merit-Based Process for Competitive Grants:

ISBE is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. Applicants are advised to refer to the full text of the ISBE merit-based review policy, which can be found at https://www.isbe.net/Documents/Merit_Based_Review_Policy.pdf

Grant Application Period: The grant period will begin no sooner than August 14, 2020, and will extend from the execution date of the grant until

https://appsqa.isbe.net/eGrant_Web/ApplicationShell.aspx
Grant Application

Grant Program Pre-Submission Requirements:

- Applicants must complete the Illinois School District Technology Survey (available at the link below). All surveys will be evaluated by the Learning Technology Center (LTC), and all surveys responses must be approved by the LTC prior to submitting the grant application.
- [https://ltcillinois.tfaforms.net/7](https://ltcillinois.tfaforms.net/7)
  
  
b. On the second page of the survey, mark that the survey is being completed as part of an ISBE grant application in order to initiate the review process.
  
c. Review will take up to two weeks. The purpose of the approval process is to identify and resolve inconsistencies or questions related to technical details prior to submission of the grant application.
  
d. Applicants will be notified upon approval. If not approved, applicants will be contacted to schedule a review call.
  
e. If needed, consult with the Learning Technology Center in the completion of the inventory, grant application, or related district technology planning process.

The district must have, develop, or adopt a policy on damaged or stolen items to meet federal requirements.

Submission Date and Method:

- All applications must be submitted electronically through the Elementary and Secondary Relief - Digital Equity RFP program found in the IWAS system listing.

Proposals must be submitted electronically by 4 p.m. on Friday, August 14, 2020.

Grant Award Notice:

- It is anticipated that successful applicants will receive a Notice of Award via email approximately 90 days after the application deadline. The award letter is NOT an authorization to begin performance or expenditures. After the merit-based appeal timeframe has ended, awardees will receive additional information from the program area that includes the next steps for finalizing the grant. Monies spent prior to programmatic approval are done so at the applicant's own risk.

Technical Assistance Session:

- A technical assistance session will be held at 1:30 p.m. on Thursday, July 23, 2020. Registration information is at the link below. Attendance is not required.
- [https://register.gotowebinar.com/register/733313933327238923](https://register.gotowebinar.com/register/733313933327238923)

Changes to NOFO/RFP:

- ISBE will post any changes made to the NOFO/RFP prior to August 6, 2020, at the site linked below. Applicants are advised to check the site before submitting a proposal. [https://www.isbe.net/Pages/Request-for-Proposals.aspx](https://www.isbe.net/Pages/Request-for-Proposals.aspx)

Agency Contact:

- For more information on this NOFO/RFP, contact Erich Grauke at egrauke@isbe.net.

All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at [https://www.isbe.net/Pages/Educational-Technology.aspx](https://www.isbe.net/Pages/Educational-Technology.aspx) so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after August 6, 2020. Applicants are advised to check the site before submitting a proposal.

Funding Note:

- Payment under this grant is subject to passage of a sufficient appropriation by the General Assembly for the program. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient funds (i.e., state, federal, or other) for this program.

Legislation:

- [Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Sections 18001, 18003, 18005 – 18008](https://www.isbe.net/Pages/Educational-Technology.aspx)

Expenditure Reports:

- Cumulative expenditure reports, submitted quarterly, and a final completion report are required.

Performance Reports:

- Performance reports are required as described in the Program-Specific Terms of the Grant.

Fiscal Information:

- [Requirements for Accounting, Budgeting, Financial Reporting, and AuditingState and Federal Grant Administration Policy](https://www.isbe.net/Pages/Educational-Technology.aspx)
Program Background and Description

**PROGRAM PURPOSE:**
The purpose of the Elementary and Secondary Relief – Digital Equity RFP is to assist school districts in closing the digital divide and enabling digital-age teaching and learning. School districts may use funds to provide students with technology tools and home internet access necessary for technology-rich remote learning experiences.

**DEFINITION OF DIGITAL EQUITY:**
For the purposes of this NOFO/RFP, ISBE defines “digital equity” as the condition in which students have the technology capacity needed for full participation in educational opportunities.

**PROGRAM DESCRIPTION:**
Equitable access to technology devices and internet connectivity is one of the foundational components upon which today’s schools create enhanced and empowered digital learning experiences. In order for digital learning opportunities to continue beyond the school, especially in the event of e-learning or remote learning, students must have access to technology and reliable internet access at home.

The Elementary and Secondary Relief – Digital Equity RFP is a one-time grant opportunity that utilizes Coronavirus Aid, Relief, and Economic Security (CARES) Act funding to assist districts in reducing barriers to the continuity of education by addressing the technology and home connectivity needs.

Grant funds will be awarded based on the criteria as identified in the grant application. Grant application questions will assess device needs, the availability of home access for students, and the way in which additional funds will complement the district’s existing technology plan. In addition, the application will ask districts how they are supporting all students, including, but not limited to, students with disabilities, English Learners, and students from low-income families.

**Applicants can request funding for computing devices, home internet connection devices, or both. Applicants applying for only one of the two funding priorities should provide evidence via the technology survey and in the narrative section of the application that all students have equitable access to devices or internet connectivity – whichever one for which the applicant is NOT applying for funding.**

As part of the application process, applicants must complete the Illinois School District Technology Survey prior to the submission of the application.

**Grant Program Pre-Submission Requirements:** Applicants must complete the Illinois School District Technology Survey (available at the link below). All surveys will be evaluated by the Learning Technology Center, and all surveys responses must be approved by the Learning Technology Center prior to submitting the grant application. [https://ltcillinois.tfaforms.net/]


b. On the second page of the survey, mark that the survey is being completed as part of an ISBE grant application in order to initiate the review process.

c. Review will take up to two weeks. The purpose of the approval process is to identify and resolve inconsistencies or questions related to technical details prior to grant application submission.

d. Applicants will be notified upon approval. If not approved, applicants will be contacted to schedule a review call.

e. If needed, consult with the Learning Technology Center regarding the completion of the inventory, grant application, or related district technology planning process.

**Program Background/History**
The President signed the CARES Act into law on March 27, 2020. The purpose of the CARES Act is to provide states with funding to prevent, prepare for, and respond to the coronavirus threat.

The CARES Act, Section 18002, establishes the Governor’s Emergency Education Relief (GEER) Fund and allocates funds set by a statutory formula based on the state’s student-aged population and poverty levels. Section 18002, paragraph (c) specifies the allowable uses of funds. Grants awarded may be used to provide emergency support through grants to LEAs that the State Education Agency deems have been most significantly impacted by coronavirus to support the ability of such LEAs to continue to provide educational services to their students and to support the ongoing functionality of the LEA.


The CARES Act, Section 18003, establishes the Educational Stabilization Fund and allows the U.S. Secretary of Education to allocate funds to each state in the same proportion as each state received under Part A of Title I of the Elementary and Secondary Education Act of 1965 in FY 2020. Ninety percent of those funds are to be made available to LEAs, with ISBE making the application for these funds available on May 18, 2020. Remaining funds can be used by the State Education Agency to address issues responding to coronavirus, which may be addressed through the use of grants.

Section 18003, paragraph (d) specifies the allowable uses of funds. For the purposes of this grant, the allowable uses of these funds include:

1. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
2. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
3. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
(4) Activities to address the unique needs of low-income children or students; children with disabilities; English Learners (ELs); racial and ethnic minorities; students experiencing homelessness; and foster care youth, including how outreach and service delivery will meet the needs of each population.

(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.

(8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individual with Disabilities Act (20 U.S.C. 1401 et seq.), and how to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements.

(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities. This may include assistive technology or adaptive equipment.

**Program Objectives:**

1. Provide equitable access to devices and high-speed internet outside of school to enable student learning.
2. Equip students with the necessary resources to increase knowledge, skills, and opportunities in a remote environment.
3. Support all students, including, but not limited to, students with disabilities, ELs, and students from low-income families.

**Performance Measures:**

It is expected that awardees will utilize funding to provide devices and home internet access. Performance measures include:

1. If receiving funds for devices: The number of devices purchased and deployed for use by students.
   (a) The district will purchase and deploy devices for use by at least 4% of students.
   (b) The ratio between the number of students and the number of devices available for loaning to students during remote learning decreases by 50%.
2. If receiving funds for home connectivity: The number of cellular Wi-Fi hotspots and/or connected devices purchased and deployed for use by students.
   (a) The district will purchase and deploy cellular Wi-Fi hotspots and/or connected devices for use by 100% of students without home internet access.
3. Narrative or data on leveraging existing statewide initiatives, including the Learning Technology Center, to meet needs related to professional learning, technology services, technical support, and cooperative purchasing.
   (a) The district utilizes statewide initiatives, including the Learning Technology Center, twice per year.

**Targets:**

The grantee is expected to use funds for devices and/or home connectivity to support the objectives of this proposal. Data indicates that grantee is making progress toward the completion of grant.

**Performance Standards:**

The minimal acceptable performance for use of funds includes:

1. If receiving funds for devices: The number of devices purchased and deployed for use by students.
   (a) The district will purchase and deploy devices for use by at least 2% of students.
   (b) The ratio between the number of students and the number of devices available for loaning to students during remote learning decreases by 25%.
2. If receiving funds for home connectivity: The number of cellular Wi-Fi hotspots and/or connected devices purchased and deployed for use by students.
   (a) The district will purchase and deploy cellular Wi-Fi hotspots and/or connected devices for use by 50% of students without home internet access.
3. Attendance at least one ISBE or LTC professional learning opportunity designed specifically to address digital equity goals outlined in this grant.
   (a) The district will send at least one representative to an ISBE or LTC professional learning opportunity designed specifically to address digital equity goals outlined in this grant.
4. Narrative or data on leveraging existing statewide initiatives, including the Learning Technology Center, to meet needs related to professional learning, technology services, technical support, and cooperative purchasing.
   (a) The district utilizes statewide initiatives, including the LTC, at least once per year.
5. The number of participants in ISBE or LTC professional learning specifically designed to address digital remote learning and technology integration.
   (a) The grant awardee will send at least one representative to an ISBE or LTC professional learning specifically designed to address digital remote learning and technology integration.

**Deliverables and Milestones:**

1. In the final performance report, provide the following information for all technology purchased or leased:
   (a) The manufacturer and model of the device
   (b) The role of the recipient (e.g., student, teacher, parent, etc.)
   (c) Date of purchase
   (d) Date of loan to recipient
   (e) Reason it was provided
   (f) Educational goal/activity that the device was designed to support
   (g) Condition of item upon return
   (h) If item not returned, the date of each attempt to get the item back
   (i) Reason for failure to return the item, if known
2. Provide documentation of ISBE or LTC professional learning opportunity attended by at least one representative of the award grantee. Documentation should include the date(s) of event, name(s) of the event, and name(s) of attendee(s). Deadline: end of grant period.

**Participation Requirements and Timeline**

1. Submit quarterly expenditure and performance reports via IWAS.
2. Send at least one representative to an ISBE or LTC professional learning opportunity designed specifically to address digital equity goals outlined in this grant. Deadline: end of grant period.
3. The district must have, develop, or adopt a policy on damaged or stolen items to meet federal requirements.
4. Leverage existing statewide initiatives, including the Learning Technology Center, to meet needs related to professional learning, technology services, technical support, and cooperative purchasing.
The allocated amount for the Elementary and Secondary Relief - Digital Equity NOFO/RFP for FY 2021 is $80,092,677. The grant period will begin no sooner than August 14, 2020, and will extend from the execution date of the grant until June 30, 2021. No promise or undertaking made in this NOFO/RFP is an assurance that a grant agreement will be renewed, nor does this NOFO/RFP create any right to or expectation of renewal.

The Elementary and Secondary Relief – Digital Equity NOFO/RFP is a one-year award (FY 2021). Obligations of ISBE will cease immediately without further obligation should the agency fail to receive sufficient state funds for this program.

Applicants can apply for funds in one or both of the following categories: home connectivity and devices. Each category has an approximate maximum fund amount:

1) Connectivity = $14,639,907
2) Devices = $65,452,770

The formula below will be used to calculate the connectivity request. See the Funding Calculation tab for the interactive formula to generate the funding amount.

**Connectivity calculation example:**

$5,200 base per awardee PLUS $10 for each student
For example, a district with a student enrollment of 3,000 students would have an available budget of $5,200 plus $30,000 (3,000x10) = $35,200

The formula below will be used to calculate the device request. See the Funding Calculation tab for the interactive formula to generate the funding amount.

**Device calculation example:**

$20,000 base per awardee PLUS $35 for each student
For example, a district with a student enrollment of 3,000 students would have an available budget of $20,000 plus $105,000 (3,000x35) = $125,000

Technology services required to configure and deploy new devices (e.g., consultants or purchased services needed to deploy devices) may be no more than 5% of total cost of devices. Grant may not subsidize or supplant staff salaries.

**Cost Sharing or Matching:**

The NOFO/RFP does not require cost sharing or matching.

**Indirect Cost Rate:**

The federal Uniform Guidance at 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates. Rates are determined and applied as follows.

**Local Education Agencies (LEAs)**

* LEA indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and the U.S. Department of Education (ED). The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published annually on the ISBE website. The FY 2020 rates are available at https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

LEAs have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by ED.

* Newly organized LEAs, Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), area vocational centers, charter schools, university laboratory schools, and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.

* LEAs that jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

**Non-LEAs**

* Programs eligible for an unrestricted indirect cost rate, not-for-profit entities, community/faith-based organizations, and other non-LEA, non-university subgrantees utilize rates negotiated through the Governor's Office of Management and Budget centralized process where they will have the option to:
- Select the 10 percent de minimus rate.
- Submit documentation supporting a rate determined through negotiation with their federal cognizant agency.
- Negotiate a rate.

Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at https://grants.illinois.gov/portal/.

- Federal programs requiring the use of a restricted indirect cost rate, not-for-profit entities, community/faith-based organizations, and other non-LEA subgrantees shall utilize the 8 percent default rate described at 34 CFR 76.564.
- Colleges and universities will be limited to a maximum indirect cost rate of 8 percent or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for grants administered by ISBE.

Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), Data Processing Services (2660), and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

**Funding Restrictions:**
Expenditures must support the grant purpose and objectives outlined in the NOFO/RFP. This program will use UNRESTRICTED indirect cost rates unless otherwise notified.

### Allowable Expenditures

1. **Technology Devices and Required Software.** Grant fund recipients may use funds to support:
   a) Technology devices needed to deliver and participate in digital learning (e.g., the purchase or lease of devices, peripherals, cases, adapters, assistive technology for students with disabilities as determined by Individualized Education Program teams, etc.).
   b) Technology software required to facilitate device usage (e.g., the purchase, license, or subscription of management tools, content filtering, and accessibility features for students with disabilities).
   c) Technology services required to configure and deploy new devices (e.g., consultants or purchased services needed to deploy devices). Grant may not subsidize or supplant staff salaries.

2. **Home Connectivity.**
   Grant fund recipients may use funds to support home connectivity for remote learning, including the purchase of cellular Wi-Fi hotspots and connected devices. While length of contracts can extend beyond the grant window, grant funds will only pay for connectivity during the grant period.

**Stevens Amendment**
For purposes of compliance with Section 511 of P.L. 101-166 (the "Stevens Amendment"), applicants are advised that 100 percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is $80,092,677.
Criteria for Review and Approval of Proposals

Review and Selection Process:
The selection of the grantees will be based upon the overall quality of the application.

The scoring for each criterion is based upon the following criteria:
* Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose;
* Capacity is defined as the ability of an entity to execute the grant project according to the project requirements;
* Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program;
* Scope is defined as the relationship of the proposal to the purpose of the program and its goals.

Proposals that score under 60 points will not be funded.

In the event of a tie, the district with the higher proportion of low income students as indicated on the FY 2020 Full EBF Calculation spreadsheet will be given priority.

Additional resources have been provided to determine Adequacy Level at 70% or greater

Adequacy Level is clear and district has been indicated as EBF Adequacy Level at 68% - 70%

Adequacy Level is clear and district has been indicated as EBF Adequacy Level at 65-67%

Adequacy Level is clear and district has been indicated as EBF Adequacy Level at 61-64%

Adequacy Level is clear and district has been indicated as EBF Adequacy Level at or below 60%

Section 1: The school district has a strong financial need. (25 points)
The proposal includes an EBF Final Percent of Adequacy Level that indicates a high need.

25

Section 2: The school district has demonstrated an educational and equity need for the proposed projects and/or resources. (25 points)
The proposal describes the status of the applicant’s ability to provide computing devices for digital remote learning and demonstrates a high educational need for additional computing devices. An applicant applying for only internet connectivity must describe and provide evidence that all students have equitable access to computing devices to allow for full participation in any remote learning activities.

The proposal describes the status of the applicant’s ability to provide home connectivity options for digital remote learning and demonstrates a high educational need for additional connectivity options. An applicant applying for only computing devices must describe and provide evidence that all students have an internet connection from home with sufficient capacity to enable participation in all remote learning activities.
The proposal includes a clear indication of how grant funds will address digital equity issues and support remote digital learning. The proposal should include the number of computing devices and home connectivity technology that will be purchased, and the number of students who will be impacted.

The proposal describes how the applicant will coordinate activities funded through this grant with technology-related projects supported from other federal, state, or local funding sources in addressing the digital divide in the school district/community.

The proposal demonstrates that devices and/or home connectivity will benefit high-need students, including, but not limited to, students with disabilities, English Learners, and students from low-income families. Applicants applying for only computing devices or only internet connectivity must describe and provide evidence that students with disabilities, ELs, and students from low-income families have equitable access to devices or internet connectivity – whichever one for which the applicant is NOT applying for funding.

**Section 3: There is a clearly expressed relationship between the proposed projects and/or resources and the district’s educational goals, school improvement plan, or local technology plans. (20 points)**

The proposal describes how devices and home connectivity obtained from the grant are consistent and/or compatible with existing technology and infrastructure.

The proposal states time-specific objectives and activities that are realistic and include all major activities needed to implement the projects and/or resources.

The proposal describes how the projects and/or resources compliment, align, or enhance the district’s plan for the user of technology and its integration into the curriculum.

The proposal description includes a design for overall evaluations that will use data to allow the projects to develop successfully and to drive refinements and improvements.

**Section 4: Receipt of funding under this program will contribute to the accomplishment of the district’s long-term plans for digital remote learning and technology. (15 points)**

Budget allocations indicate a cost-effective use of funds related to and consistent with the overall goals, objectives, and activities of the proposed projects and/or resources.

The proposal indicates a clear plan for purchasing, implementing, and supporting devices and/or home connectivity devices.

The proposal describes how activities will continue after the end of the grant period, including the districts’ plan to support and finance the ongoing maintenance, support, and replacement of technology beyond the life of the grant.

**Section 5: Staff and/or outside entities chosen to be involved with the project were chosen in a manner congruent with the district’s educational goals, school improvement plan, or local technology plans. (15 points)**

A description of all staff and outside contractors involved in the proposed activities was provided.

Evidence of the staff and/or outside contractor’s prior delivery of quality outcomes on similar activities or a detailed description of expertise that will lead to the successful outcomes of activities was provided.

The proposal indicates how the district will leverage existing statewide initiatives, including the Learning Technology Center, to meet needs related to professional learning, technology services, technical support, and cooperative purchasing.
Periodic financial reporting must be completed at a minimum of quarterly via the IWAS system. Programmatic reporting must be completed at a minimum of quarterly via the IWAS system.

The quarterly and final programmatic report must include the following information for all technology purchased or leased:

1. The manufacturer and model of the device
2. The role of the recipient (e.g., student, teacher, parent, etc.)
3. Date of purchase
4. Date of loan to recipient
5. Reason it was provided
6. Educational goal/activity that the device was designed to support
7. Condition of item upon return
8. If item not returned, the date of each attempt to get the item back
9. Reason for failure to return the item, if known
General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.*(0 of 1500 maximum characters used)
Activity Period:
- Regular Project Year - Activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - Activities occurring between project begin date and August 31. In the rare event, such as summer school, tutoring or any other allowable service, that the project must be extended, contact your grant coordinator before selecting the Extended Project Year.

Grant Period:
Begin Date: No sooner than August 14, 2020, and upon the execution date of the grant
End Date: 06/30/2021

(Note: To change the end date, select the other activity period above and SAVE the page. Explain the need for this change in the Applicant Comments section below.)

Applicant Comments:
Use this text area for any needed explanations to ISBE regarding this program, including the need to change end dates.
(0 of 1500 maximum characters used)
Grant Application

Applicant: PAYSON CUSD 1
County: Adams
Application: 2020-2021 Elementary and Secondary Relief – Digital Equity R - DT
Cycle: Original Application
Project Number: 21-4998-DT-01-001-0010-26

Amendments

Is this an Original application or Amended application? *
- Original Application
- Amended Application

Grant Changes

Provide a brief description of the changes as well as the function/object codes that have been amended in this submission. (Limited to 1,500 characters)

(0 of 1500 maximum characters used)

*Required field

Save Page
The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a state agency, to report an award of $25,000 or more made to a subrecipient as of October 1, 2010 (Also see 2 CFR part 170.)

To fulfill reporting requirements, provide a brief but succinct description of how the funding received will support the activities and actions to meet the purpose and goals of the federal grant. If there are multiple funding actions, provide a description for each funding action.*

Example of project description:
Funds will be used to provide students with technology tools and home internet access necessary for technology-rich remote learning experiences.

Project Description (do not use the & symbol):
(0 of 255 maximum characters used)

Agency's Annual Gross Revenues*:

In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

AND

(b) $25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

Select the Yes button ONLY if both (a) and (b) are true.

* Required field
Provide a brief overview of the nature of the planned program and services to be provided.*

(0 of 1500 maximum characters used)

*Required field
Educational and Equity Needs Assessment

The EBF Final Percent of Adequacy Level for the most recent fiscal year for which data are available: 64.50%

*Required field

When completing this page, do not use special formatting copy/pasted from Word, such as numbered or bulleted lists, charts, graphs, etc. Do not use special characters, such as single or double quotes, ampersand symbol, etc.

Describe the educational and equity need for proposed projects and/or resources. The description must include the following information:

a) The status of the applicant’s ability to provide devices and/or home connectivity for digital remote learning, and demonstrates a high educational need for additional devices and/or home connectivity options.

Applicants applying for only computing devices or only internet connectivity must describe and provide evidence that all students have equitable access to devices or internet connectivity – whichever one for which the applicant is NOT applying for funding.

b) The anticipated quantity of devices and/or home connectivity technology that will be purchased, the number of students who will be impacted, and a clear indication of how grant funds will address digital equity issues and support remote digital learning. Note that the “anticipated quantity of devices and/or home connectivity technology” is also collected in the Illinois School District Technology Survey, and the description provided in the narrative should provide context around the decision to purchase devices and/or home connectivity technology.

c) The proposal describes how the applicant will coordinate activities funded through this grant with technology-related projects supported from other federal, state, or local funding sources in addressing the digital divide in the school district/community.
1. Describe the relationship between the proposed projects and/or resources and the district’s educational goals, School Improvement Plan, or local technology plans.* The description must include the following information:
   a. A description of how devices and/or home connectivity will benefit high-need students, including, but not limited to, students with disabilities, English Learners, and students from low-income families.
   Applicants applying for only computing devices or only internet connectivity must describe and provide evidence that students with disabilities, ELs, and students from low-income families have equitable access to devices or internet connectivity – whichever one for which the applicant is NOT applying for funding.

   b. A description of how devices and/or home connectivity obtained from the grant are consistent and/or compatible with existing technology and infrastructure.

   c. A description of how projects and/or resources compliment, align, or enhance the district’s plan for the use of technology and its integration into the curriculum.

2. Describe how funding will contribute to the accomplishment of the district’s long-term plans for digital remote learning and technology. The description must include how activities will continue after the end of the grant period, including the district’s plan to support and finance the ongoing maintenance, support, and replacement of technology beyond the life of the grant.*
Activities and Evaluations

When completing this page, do not use special formatting copy/pasted from Word, such as numbered or bulleted lists, charts, graphs, etc. Do not use special characters, such as single or double quotes, ampersand symbol, etc.

Provide all the requested details for each activity to be funded by this grant. At least one activity must be included.* Up to five (5) activities may be included.

Activity 1

1. Activity Begin Date*
   Activity End Date*

   Provide the general timeline for activities, including key milestones with dates.*

2. Position(s)/person(s) responsible to carrying out activities.*

3. Technology purchase plan, including potential vendors and timelines.*

4. Indicate the intended recipient(s) of the technology. Check all that apply.*
   - [ ] Students
   - [ ] Teachers
   - [ ] Parents/caregivers
   - [ ] Other #1 - Specify
   - [ ] Other #2 - Specify
   - [ ] Other #3 - Specify

5. Provide the anticipated number of devices or cellular Wi-Fi hotspots to be provided, as applicable.*
   - Number of devices
   - Number of Wi-Fi hotspots

6. Describe the evaluation measures and process for this particular program component.*
Activity 2 - need to revise labels for all activities using #1 above

1. Activity Begin Date*
   Activity End Date*
   Provide the general timeline for activities, including key milestones with dates.*

2. Position(s)/person(s) responsible to carrying out activities.*

3. Technology purchase plan, including potential vendors and timelines.*

4. Indicate the intended recipient(s) of the technology. Check all that apply.*
   - Students
   - Teachers
   - Parents/caregivers
   - Other #1 - Specify
   - Other #2 - Specify
   - Other #3 - Specify

5. Provide the anticipated number of devices or cellular Wi-Fi hotspots to be provided, as applicable.*
   - Number of devices
   - Number of Wi-Fi hotspots

6. Describe the evaluation measures and components for this particular program component*

Activity 3

1. Activity Begin Date*
   Activity End Date*
   Provide the general timeline for activities, including key milestones with dates.*

2. Position(s)/person(s) responsible to carrying out activities.*

3. Technology purchase plan, including potential vendors and timelines.*

4. Indicate the intended recipient(s) of the technology. Check all that apply.*
   - Students
   - Teachers
Parents/caregivers
Other #1 - Specify
Other #2 - Specify
Other #3 - Specify

5. Provide the anticipated number of devices or cellular Wi-Fi hotspots to be provided, as applicable.*
   Number of devices
   Number of Wi-Fi hotspots

6. Describe the evaluation measures and components for this particular program component*

Activity 4

1. Activity Begin Date*
   Activity End Date*

   Provide the general timeline for activities, including key milestones with dates.*

2. Position(s)/person(s) responsible to carrying out activities.*

3. Technology purchase plan, including potential vendors and timelines.*

4. Indicate the intended recipient(s) of the technology. Check all that apply.*
   Students
   Teachers
   Parents/caregivers
   Other #1 - Specify
   Other #2 - Specify
   Other #3 - Specify

5. Provide the anticipated number of devices or cellular Wi-Fi hotspots to be provided, as applicable.*
   Number of devices
   Number of Wi-Fi hotspots

6. Describe the evaluation measures and components for this particular program component*

Activity 5

1. Activity Begin Date*
   Activity End Date*

   Provide the general timeline for activities, including key milestones with dates.*
2. Position(s)/person(s) responsible to carrying out activities.*

3. Technology purchase plan, including potential vendors and timelines.*

4. Indicate the intended recipient(s) of the technology. Check all that apply.*
   - Students
   - Teachers
   - Parents/caregivers
   - Other #1 - Specify
   - Other #2 - Specify
   - Other #3 - Specify

5. Provide the anticipated number of devices or cellular Wi-Fi hotspots to be provided, as applicable.*
   - Number of devices
   - Number of Wi-Fi hotspots

6. Describe the evaluation measures and components for this particular program component*

*Required field
Staffing - Employees and Contractors

Describe how staff and/or outside entities chosen to be involved with the project were chosen in a manner congruent with the district’s educational goals, School Improvement Plan, or local technology plans. Include the following information:

a. A description of all staff and outside contractors involved in the proposed activities.*

b. Evidence of the staff and/or outside contractor’s prior delivery of quality outcomes on similar activities or a detailed description of expertise that will lead to the successful outcomes of activities.*

c. A description of how the district will leverage existing statewide initiatives, including the Learning Technology Center, to meet needs related to professional learning, technology services, technical support, and cooperative purchasing.*

*Required field
Describe the overall evaluation plan, including:*
- How data will be collected,
- How the data will be monitored and evaluated,
- How the plan will be adjusted as needed to ensure successful completion of the overall plan, and
- How results will be reported.

*Required field
CONNECTIVITY Award Calculation:
Enter the requested information in the white cells below and click on the Save Page button to calculate your Connectivity maximum award request.

Enter the number of students enrolled
Number of students x $10 each
Base award per awardee = $5,200

Maximum amount to request for Connectivity

For example, a district with a student enrollment of 3,000 students would have an available budget of $5,200 plus $30,000 (3,000x10) = $35,200

DEVICE Award Calculation:
Enter the requested information in the blank cells below and click on the Save Page button to calculate your Devices maximum award request.

Enter the number of students enrolled
Number of students x $35 each
Base award per awardee = $20,000

Maximum amount to request for Devices

For example, a district with a student enrollment of 3,000 students would have an available budget of $20,000 plus $105,000 (3,000x35) = $125,000

A. Maximum Award (Connectivity + Device)

Maximum Total Funds Available

B. Nonpublic Consultation

1. Indicate the participation of the nonpublic school located within the LEA boundary.
   - Yes - Complete the page in full
   - No - Save the page and proceed to the next

2. Appropriate consultation with nonpublic schools must occur and be documented if the district has students in nonpublic schools. Upload a signed copy of the Nonpublic School Consultation Form. (Blank form is linked below). If there are multiple nonpublic schools involved, forms may be uploaded separately or may be combined into a single scanned PDF document as one upload. The upload should not exceed 4 MB.

Nonpublic School Participation Form
- Use the Browse and Upload buttons below to upload a copy of required nonpublic school participation consultation form(s). (Do not use any symbols besides a hyphen in the document name.) Repeat this action to upload additional forms, or a single PDF combining all forms, if applicable.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the nonpublic school listed on that form.

Example: Quincy District 172 would name the first upload as 01-001-1720-22-QuincyNotreDameHigh. If multiple schools are included in a single document, the name would be 01-001-1720-22-AllNonpublics.

How to Upload a File
- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.
Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a Version number to the name.

No files have been uploaded.

3. Provide any necessary comments or explanations related to uploaded files in the area below.

C. Participating Nonpublic School Equitable Share

Both nonpublic equitable share calculation methods below must be completed. Refer to the Instructions link above for additional guidance.

To determine the participating nonpublic school equitable share using ENROLLMENTS, enter the public and participating nonpublic school enrollments below and save the page. The nonpublic equitable share based on ENROLLMENTS will calculate automatically when the SAVE PAGE button is selected.*

- Public school enrollment
- Enrollment of participating nonpublic schools
- Sum of public and participating nonpublic enrollments
- Nonpublic school percentage of enrollment
- Equitable share for participating nonpublic schools based on ENROLLMENT

To determine the participating nonpublic school equitable share using LOW-INCOME students, enter the number of public and participating nonpublic school low-income students below and save the page. The nonpublic equitable share based on LOW-INCOME students will calculate automatically when the SAVE PAGE button is selected.*

- Number of low-income students in public schools
- Number of low-income students in participating nonpublic schools
- Sum of public and participating nonpublic low-income students
- Nonpublic school percentage of low-income students
- Equitable share for participating nonpublic schools based on LOW INCOME

*Required field
This page is not yet active for programs that have an UNRESTRICTED INDIRECT COST RATE. It will become active and will be required later in the fiscal year when the updated indirect cost rates for all entities are available. The information presented below is for your information and planning purposes.

A. Rates To Be Used for Calculating Indirect Costs

1. If the program is mandated to use a RESTRICTED rate, these rates will be loaded:
   a. LEAs - Rates calculated from the Annual Financial Report
   b. ROEs, ISCs, Education for Employment systems (EFEs), charter schools, university lab schools, special education joint agreements that are separate legal entities - The statewide average rate
   c. Special education joint agreements administered by a school district - The district's calculated rate
   d. Colleges and universities - 8%
   e. Not-for-profit and community organizations - 8%

2. If the program allows an UNRESTRICTED rate, these rates will be loaded:
   a. LEAs - Rates calculated from the Annual Financial Report
   b. ROEs, ISCs, EFEs, charter schools, university lab schools, special education joint agreements that are separate legal entities - The statewide average rate
   c. Special education joint agreements administered by a school district - The district's calculated rate
   d. Colleges and universities - 8%
   e. Not-for-profit and community organizations - As selected by the entity: Options are 0%, 10% de minimus, or negotiated rate

B. Basis for Calculating Indirect Costs

1. If RESTRICTED rates are used, the Modified Total Direct Cost (MTDC) basis will be used.

2. If UNRESTRICTED rates are used, the basis will be MTDC for:
   a. LEAs
   b. ROEs, ISCs, EFEs, charter schools, university lab schools, special education joint agreements that are separate legal entities - The statewide average rate
   c. Special education joint agreements administered by a school district
   d. Colleges and universities
   e. Not-for-profit or community organizations taking the de minimus rate of 10%

3. If UNRESTRICTED rates are used, not-for-profit or community organizations that have a negotiated rate may use a basis other than MTDC for calculating indirect costs.
Budget Detail

BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., $2536)

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant regarding teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

Description of Function Codes and Object Codes

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Exclude from MTDC**</th>
<th>Expenditure Description and Itemization</th>
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Create Additional Entries

**If expenditures are budgeted in Functions 2510, 2520, 2570, 2640, or 2660 by an LEA, the indirect cost rate cannot be used

NOTE: READ BEFORE IMPORTING - Data Import Instructions

Choose File | No file chosen

Upload/Validate File

Calculate Totals | Save Page

Grand Total

Indirect Cost

Total Allotment

Allotment Remaining

NOTE: READ BEFORE IMPORTING - Data Import Instructions

Choose File | No file chosen

Upload/Validate File

Calculate Totals | Save Page

*If expenditures are budgeted in Functions 2510, 2520, 2570, 2640, or 2660 by an LEA, the indirect cost rate cannot be used

** Contracts over $25,000 must be entered in a separate line items and the Exclude from MDTC box selected. (Modified Total Direct Cost)
Applicant: PAYSON CUSD 1  
County: Adams  
Application: 2020-2021 Elementary and Secondary Relief - Digital Equity R - DT  
Cycle: Original Application  
Project Number: 21-4998-DT-01-001-0010-26

### Overview

<table>
<thead>
<tr>
<th>General Information</th>
<th>Applicant Information</th>
<th>Amendments</th>
<th>FFATA</th>
<th>Program Specific</th>
<th>Budget Pages</th>
<th>Assurance Pages</th>
<th>Submit</th>
<th>Application History</th>
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### Budget (Read Only)

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<th>EMPLOYEE BENEFITS 200</th>
<th>PURCHASED SERVICES 300</th>
<th>SUPPLIES &amp; MATERIALS 400</th>
<th>CAPITAL OUTLAY** 500</th>
<th>OTHER OBJ 600</th>
<th>NONCAP EQUIP** 700</th>
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</table>

* If expenditures are shown, the indirect cost rate cannot be used  
** Capital Outlay cannot be included in the indirect cost calculation.

Superintendent Name: Not calling IWAS Web Service
By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the program for which funding is requested.

1. Subcontracting: No sub-grants are allowed without prior written approval of the State Superintendent of Education. If subcontracts or sub-grants are allowed, then all project responsibilities are to be retained by the grantee to ensure compliance with the terms and conditions of the grant. All subcontracts and sub-grants must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts and sub-grants shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracts/sub-grants are to be utilized:
   - Name(s) and address(es) of subcontractor(s)/sub-grantee(s);
   - Need and purpose for each subcontract/sub-grant;
   - Measurable and time specific services to be provided;
   - Associated costs (i.e., amounts to be paid under each subcontract/sub-grant); and
   - Projected number of participants to be served.

   The grantee may not assign, convey, or transfer its rights to the grant award without the prior written consent of the Illinois State Board of Education.

2. Reporting: Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting should be completed at a minimum of quarterly via the IWAS system.
